

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13OH10

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Janeen Spradlin

Official School Name: Wheelersburg Elementary School

School Mailing Address: 800 Pirate Drive
Wheelersburg, OH 45694-9088

County: Scioto State School Code Number*: 040923

Telephone: (740) 574-8130 E-mail: janeen.spradlin@wheelersburg.net

Fax: (740) 574-9201 Web site/URL: www.wheelersburg.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Mark Knapp Superintendent e-mail: mark.knapp@wheelerburg.net

District Name: Wheelersburg Local School District District Phone: (740) 574-8484

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Matthew Miller

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 8344

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	22	25	47
K	80	61	141
1	73	72	145
2	58	58	116
3	51	77	128
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			577

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 8%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	48
(4)	Total number of students in the school as of October 1, 2011	567
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 43%

Total number of students who qualify: 254

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 50

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>40</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	95%	94%	94%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Wheelersburg Elementary School is located in the small community of Wheelersburg, Ohio, on the Ohio River in the foothills of Appalachia. We are housed in a beautiful K-12 facility which opened in the fall of 2008. Wheelersburg is a small town of approximately 6500 residents; 33% of all households in Wheelersburg have a child enrolled in school. Wheelersburg is located in Scioto County, an impoverished area where unemployment and drug use are well above the national average. The median income is \$10,000 lower than the state average and the average home value is \$20,000 below the state average; 43 percent of our students qualify for free or reduced lunch; 80 percent of students in our preschool program live in households below 200 percent of the poverty level; of the 12 school districts in Scioto County, Wheelersburg's free and reduced rate is the lowest.

Wheelersburg Elementary is a true community school. Through our Mentoring Ohio for Reading Excellence (MORE) program, partnerships have been formed with many local businesses. These companies provide release time to employees to participate in our mentoring and tutoring program. Many retired Teachers and community members volunteer at the school daily, in MORE. Community volunteers help in the lunchroom, classrooms, and volunteer during special activities such as Science Day, Book Fair and History days.

The success of our school can be contributed largely to the community and school family support of our mission statement: "Our school will provide an inviting, safe environment where all children are actively engaged in the learning process". There is a shared belief that all children can learn given the right atmosphere and instruction. Our character education program is a very strong part of our school climate and the emphasis of instruction in every subject is Reading. Our mission statement "We are here to read, learn and communicate in a positive manner", exemplifies the commitment to having positive interactions with each other and supporting each other in the learning process.

Traditionally, the school has been the cornerstone of life in Wheelersburg. Large numbers of community members attend athletic events, music performances and activities at the school. The annual Pirate party the week of Halloween is a community festival. The community is tight knit, where everybody knows your name type of town. The entire community commits to the philosophy "it takes a village to raise a child". The Wheelersburg Elementary School is used as a shelter when summer storms knock out power to the local nursing home; is used as a meeting place for Boy Scouts, peewee ball teams, community dinners, and healthcare fairs and is a distribution site for providing food and clothes to the needy.

High numbers of our students excel on the Ohio third grade reading achievement test. The structure of our day provides a 120 minute Reading block and a 90 minute Math block. Many sources of data are used to flexibly group students so that their individual needs are met. These groups are fluid and students move between groups as their needs change. First thru third grade Reading classes are structured so that students at risk for low Reading achievement benefit from smaller classroom sizes. Co-Teaching collaborations have been created between classroom teachers and Title 1 Teachers and both are in the classroom in two sections of each grade. These classrooms provide a ratio of 1:8 for the entire 90 minute Reading block. Special needs students receive Core instruction as well as intervention services during the 90 minute block, provided by two intervention Specialists. First, second and third grade students at risk are also involved in the MORE program, receiving one on one tutoring and mentoring by trained community volunteers. The MORE program provides prescriptive reading lesson plans designed for each individual student based on their skill deficit.

Wheelersburg Elementary's success is due in part to the dedication of the staff for high quality professional development. Staff members have 260 minutes of planning time each week to meet and collaborate on lesson plans that focus on differentiated instruction. Each grade level is provided eight

release days a year to analyze formative assessments and plan instruction based on the results of the assessments. All data is tracked electronically and assessment results are shared with the parents. At risk students, who are currently achieving below their grade level, have individual plans written specifically for them which outline their current levels, intervention plans and provide an opportunity for parent feedback. Conferences are held a minimum of twice a year with parents, with weekly communication via newsletters and emails providing ongoing communication regarding student's successes and challenges.

Our school has been named an "Ohio Superintendent School Of Promise" for the previous five years and has achieved the rating of "Excellent" for the previous eight years.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Ohio Department of Education has a six level system of ranking achievement; schools are ranked Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch or Academic Emergency. For the past 8 years, Wheelersburg Elementary has been designated as Excellent based on our Ohio Department of Education Achievement assessments. The rank of Excellent is the highest rank available on our state report card, for schools who do not have value added data.

The Ohio Department of Education achievement assessments have five levels of achievement; Advanced, Accelerated, Proficient, Basic and Limited. The proficiency expectation is 75% of students achieve the proficient level on the assessment. We have surpassed the adequate yearly progress goals set by the Ohio Department of Education in each of the last five years in both Reading and Math. Over the last five years 73 percent of our third graders achieved at the accelerated or above level in Reading and 55.8 percent at or above Accelerated in Math. While, we need all students to achieve at the Proficient level, we set our goal for all students to achieve at the accelerated or above level. The proficient level is the minimum expectation for our students.

Wheelersburg Elementary has dramatically increased the performance levels for its SWD subgroup over the past five years. For the last 8 years, our performance levels on the Ohio Department of Education third grade Math and Reading achievement scores have been well above the state expectation for proficiency. Our structure of having a 120 Reading block and 90 minute Math block provides extra time to reinforce skills and practice; we believe this contributes a great deal to our success. While our Math and Reading assessment results have consistently exceeded the adequate goals, three years ago there was a dip in our Math achievement. In 2008-2009 and 2009-2010, there was more than a 10 percent achievement gap between the scores of all students and the scores of our subgroups. Our school Math team, consisting of a teacher from each grade level, the guidance counselor and Principal, focus their attention on finding the cause for the decrease in achievement. The Team began by analyzing the formative assessments and the item analysis for the Third grade Ohio Math Achievement assessment (OAA). A common thread among struggling Math students was found. Students scored lowest in areas of the assessments that required problem solving and knowledge of fundamental Math vocabulary. At this point, the Math team analyzed the Math curriculum in Kindergarten- Third grade, finding gaps in instruction regarding vocabulary and weaknesses with problem solving instruction. The curriculum was reinforced and augmented to include more opportunities for problem solving across the curriculum, not just in Math. It was decided also that Math Vocabulary need to be explicitly taught and reinforced daily. The Math team also suggested that we should begin to group students for Math in the same manner we do for Reading. By analyzing the formative assessments given each nine weeks, students could be grouped by their own individual needs. Title 1 teachers now co-teach with a regular classroom teacher to provide small group and one on one intervention with students who are struggling. The result has been a closing of the achievement gap in our subgroups.

2. Using Assessment Results:

Wheelersburg Elementary is dedicated to continuous improvement. We continually look at our assessment data and curriculum to address gaps. Teachers are given 2 release days a grading period to analyze locally developed Math short cycle assessment results and Dynamic Indicators of Early Literacy Skills (DIBELS) reading assessments. This data is tracked and recorded electronically in a student's data file.

The OMAT in Kindergarten, The Gates-MacGinitie Reading Assessment in second grade and third grade achievement scores, and STAR Reading and Math reports are also recorded in each student's electronic

data portfolio. STAR Reading Enterprise assessments include skills-based test items, and in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as a Core Progress learning progression and Student Growth Percentile measurements. These multiple points of data are used to address each student's individual needs and class placements are made based on this data. The data is also used to make decisions regarding curriculum efficacy as well as to place students in their instruction groups. Students are often moved from one flexible instructional group to another after the data has been analyzed. Teachers adjust their curriculum to match the needs of each group over the next nine weeks.

There are several opportunities on a weekly and monthly basis for teachers to analyze and use the data we collect. Weekly grade level meetings are held during planning time. During these meetings, Teachers discuss individual student progress, collaborate on instructional plans and review intervention efforts. Each grade level arrives at work an hour early one day a month for a monthly curriculum meeting with the Principal. During these meetings Teachers and the Principal meet to discuss changes needed in the curriculum, schedule and resources to best reflect the needs of our students based on the assessment data. Teachers are also provided with professional development regarding their own pedagogy during this time. In May each grade level meets ½ day with the grade level below them and the grade level above them. This time is used to discuss the achievement of the students during the year and make changes to the curriculum for the next year. The curriculum is analyzed for gaps and adjusted for the next year.

All students in the kindergarten – third grades have data folders and track their own achievement towards the goals they have set for themselves. These data folders are shared with parents during the twice annual parent teacher conferences. Teachers share short cycle assessment results with parents each nine weeks. STAR Reading and Math reports are sent home with report cards as well. We believe that parent education is very important and we spend a significant amount of time during conferences teaching families how to read and interpret the Data reports. Parents are encouraged to visit the school or contact the Teachers using email or via telephone call if they have any questions regarding their child's achievement. Quarterly newsletters are sent home regarding the school's overall achievement goals. The Principal also sends out a weekly school messenger call every Sunday evening to inform parents about the upcoming week's events including school wide assessments that will be given.

Students in preschool – first grade receive standards based report cards each nine weeks that provide very detailed information to parents about how their child is achieving in relation to the expected attainment of standards in each grade level. Students in second and third grade receive traditional report cards with letter grades, but the reports are supplemented with additional information about the formative assessments and their child's achievement on the assessments.

3. Sharing Lessons Learned:

The staff of Wheelersburg Elementary opened their classrooms to Teacher Education students from Ohio University and Shawnee State University. These collaborations allow Wheelersburg's teachers to reflect on our work. Pre-Service Teachers conduct quantitative data collection for their classes, work with small groups and transition into whole class instruction under the guidance of our staff. These cooperative agreements foster an environment of professional continuous improvement. Our Principal serves on the Education Department Advisory council of Shawnee University and has promoted the collaboration between our school and the University.

Wheelersburg Elementary's MORE program, Mentoring in Ohio for Reading Excellence, has attended the Capital Conference, the annual professional development opportunity for Ohio school board members, in Columbus, Ohio. The MORE coordinator presented to groups of educators and school board members from across Ohio about how we mentor and tutor up to 100 students each year. Several Ohio Districts have visited our school to see how the program works and to inquire about how to set it up in their own schools. Our MORE program has been an ambassador to other schools regarding the use of volunteers to supplement and enhance intervention efforts.

Our Positive Pirate Character education program has also presented at the Capital Conference. Our school introduces a character education word each month and its meaning is reinforced throughout the day. The words are: Respect, Responsibility, Self-discipline, sharing and caring, compassion, honesty, friendship, cooperation and perseverance. This program encourages student leadership and responsibility towards ones' self and others.

Several schools in our neighboring counties of Lawrence, Pike and Adams, have sent Teachers to our school to learn how we use our Title one teachers to co-teach in regular classrooms. The Principal meets with these groups and answered their questions regarding scheduling and using assessment results to group students and guide instruction.

Wheelersburg Schools participates in the Resident Educator program, which foster mentorships between entry year Teacher and experienced Teachers. Participants in the program meet with quarterly with all Resident Educators in a 3 county region of Southern Ohio.

The Principal also participates in quarterly curriculum coordinators meetings with other school leaders in our county. Collaborative professional development is being planned to bring Teachers from all districts to learn about effective practices. A tour and debriefing session was held with a group of Head Masters and educators from the Normal School in China. During this session, the discussion centered on how our Intervention services to at risk students are offered while also providing enrichment instruction to our high achieving students.

4. Engaging Families and Communities:

Because we believe in fostering strong ties between our families, community and school, we offer many opportunities for parents to visit our school and encourage them to visit classrooms so they are a part of their child's education. We believe that students do better in school when the family is involved and supportive. We hold quarterly literacy night events. During literacy night, classrooms are open so students can show parents where they learn and show their families projects in progress. Twice a year a book fair is held during the literacy night and twice a year "make and take" projects for families are held. During make and take sessions, parents are given study at home materials and instruction regarding the use of the materials with their students.

At the beginning of each academic year, we hold orientation for every grade level. During the orientation, parents meet with the Principal for an hour and are given an overview of the year's curriculum and assessments. A calendar of assessments is distributed and samples of each assessment as well as the reports the parents will receive are handed out to parents and explained. Classrooms are open at the end of the hour and families visit each classroom and have the opportunity to ask questions and schedule conference appointments if needed.

Our community is very active in our Mentoring for Reading Excellence in Ohio Program (MORE). Parents, retired teachers, and employees of local companies volunteer in MORE. Adults mentor and provide one on one tutoring to our students. These relationships have been crucial in increasing our student achievement levels.

At the end of each nine weeks, parents not only receive a report card but also assessments results from the end of the nine weeks formative assessments. Parents receive STAR Reading and Math reports, DIBELS reports and written explanations about how their child performed on the Math short cycle assessments. Intervention team meetings are then scheduled for any child who is not achieving on track. The teams consist of each Teacher that is responsible for that child and the guidance counselor. During these meetings a detailed plan is put into place for the intervention needs of the child and follow up meetings are scheduled. Each child who is not on track for achieving proficiency on the third grade

Ohio Reading Achievement test has an individual plan which outlines all intervention strategies that will be employed and records all assessment data, highlighting success and deficits.

The Principal communicates general information regarding upcoming assessments on the weekly call to households and grade level newsletters outline specific standards that will be assessed and levels of expected achievement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Wheelersburg Schools have incorporated a standards based curriculum that is aligned to the Common Core Standards. We are committed to high expectations and academic excellence. Our curriculum spirals, with each grade level building a foundation for the next grade level. We scaffold the complexity of instruction at every level. Every Wheelersburg teacher is a Reading Teacher, as we believe that Reading is the key to all academic achievement.

The curriculum at Wheelersburg Elementary is a composite of many different programs combined with Teacher created materials and the use of technology to supplement the instructional strategies. Teachers meet in May with the teachers in the grade above and below to discuss the curriculum and adjust curriculum and pacing charts for the following year.

Even though our school's English Language Arts curriculum is phonics based, every classroom provides a literacy rich environment for complete emersion in language and reading. Daily lessons include comprehension, phonics, oral language and writing. We supplement the Scotts Foreman reading program with teacher created materials, literature selections and technology programs such as Accelerated Reading for enrichment and Reading Eggs for reinforcement and intervention.

Our mathematics curriculum builds the foundation for understanding numbers and developing mathematical thinking and provides students with immediate and systematic intervention when needed. Each lesson includes a direct instruction vocabulary and concept review, cumulative review and test review. Students connect their reading and writing skills through math stories and with daily mathematic problem solving.

Social Studies and Science are delivered in our Social Sciences block. Teachers have created lesson plans based on the Ohio's Academic Content Standards. Each Teacher has created five units based on the topics of study in Science and in Social Studies; homeroom classes then rotate through the units, spending 2 weeks at time in each class studying a unit. Examples of some of Standards based units are: "Community helpers", "the life cycle of plants", and "Weather". Science lessons are inquiry and hands on based. COSI on Wheels, a hands on Science outreach program from the Center of Science and Industry in Columbus, Ohio, brings a two day hands on Science program to our school on a bi-yearly schedule. Field trips to local historically rich sites enhance Social Studies lessons. Social Studies lessons are often enriched with Performing Arts and integrated in our Reading and Writing lessons.

Every student receives thirty minutes per week of Library/Media. Our Librarian teaches library skills such as using the Dewey Decimal system to locate books and conducting research. The library is also open all day for students to visit and check out books.

In addition to the music that is integrated into the units of study in each classroom, every student receives an additional thirty minutes per week of Music instruction. Our adopted program is Share the Music by MacMillan/McGraw Hill; however, the District's Music Teachers collaborate with classroom teachers to incorporate music throughout the entire curriculum. Each grade level prepares and presents one musical production per year to the school and the community. Students practice, perform and create the stage decorations for the production. Wheelersburg Elementary has an ongoing collaboration with the Portsmouth Area Arts council and participate in many different traveling performing artists events throughout the year.

In addition to the art projects that are created as part of the across curriculum approach to learning, every student attends Art class for thirty minutes per week. Our adopted program is "Explorations in Art"

published by Davis Publications Inc. Our Art classes are theme based and show students the relevance of art in their own lives. Process based learning introduces students to many different genres of art and many different materials. The Art Teacher collaborates with classroom teachers to assist with enriching daily language arts lessons through art. Students are emerged in famous art work images, artist biographies and technique illustrations. An Artwork exhibition is held every May for the community which showcases the masterpieces of our Preschool-third grade students. Field trips to the Southern Ohio Museum and Cultural Center are also an integral part of our Arts program.

Technology is integrated throughout the curriculum. Students have access to two computer labs as well as having six computers in every classroom. Students benefit from the use of laptops in the classroom also. Students conduct research, produce reports, power points, and prepare collaborative presentations using technology resources.

Our character education is incorporated throughout the day as well, with one thirty minute block of explicit instruction weekly. A committee of teachers created literacy based character education lessons and each homeroom teacher uses these lesson plans.

All Students participate in a thirty minute Physical Education program once a week. Lessons are aligned to the Ohio Academic Content Standards and PE Central, an internet resource.

Students also have two, thirty minute recess periods a day. Recess offers the opportunity for students to have free time and free choice play. Community members volunteer daily to assist with game playing during recess; these volunteers participate in kickball games, foursquare, sack races, etc. They are instrumental in teaching our students how to participate fairly and enjoy physical activity.

Our students often take field trips which directly enhance and enrich their learning. Field trips are hands on and matched to the Core Curriculum as well and are often culminating events for standards based units of study.

2. Reading/English:

Wheelersburg Elementary takes a phonics based approach to Reading Instruction. Scotts Foresman Reading is utilized, our district approved standards based curriculum. All classrooms follow a pacing chart which includes regular assessments, including DIBELS, STAR Reading or STAR Early literacy, and writing short cycle formative assessments as well as the textbook unit assessments. Students move to different reading classrooms quarterly based on the formative assessments and the individual child's needs. Learning targets are posted in each classroom daily and students can discuss their progress towards these targets with peers and parents.

All students are assessed each fall using DIBELS baseline benchmark. Kindergarten classrooms are self-contained and students at risk for reading achievement are serviced in the classroom by a Title 1 Teacher. The Title 1 teacher focuses on letter identification and sound fluency. In first thru third grade the DIBELS data is used to group students into 6 different Reading classrooms. The students are ranked using a Response to Intervention model. Green students are placed in Reading classrooms with a 25:1 ratio. Students in these classrooms receive the Core Instruction, using the Scotts Foresman Reading series. The pace in these classrooms is fast and there is an emphasis on building Reading fluency by practicing known texts while introducing increasingly difficult texts daily. Opportunities for enrichment, extending meaning of texts, exploring longer and more complex texts and project based learning created around literacy are common in these classes.

Students in the yellow zone are placed in classrooms with a 15:1 ratio; these students receive Core Instruction and Title 1 services through our MORE reading program. Title 1 Teachers and community

volunteers mentor and tutor these students 1 on 1 using diagnostic based prescriptive individual lesson plans. Students move through the MORE program, increasing skills and reading fluency.

Students in the “red” are placed in classroom with a ratio of 8:1; a Title 1 teacher co-teaches in these classrooms. The Teachers use the Core Curriculum and small groups, with a ratio of 4:1, rotate through writing, phonics, reading fluency, and spelling instruction. The focus in these classrooms is exposing the students to the grade level curriculum while also offering intervention to close the achievement gap.

Intervention Specialist also assist students, in the classroom, in a full inclusion model. Students with IEP’s are placed where they achieve and receive intervention services based on the Individual Education Plans and their specific needs.

A phonics based approach to reading was chosen for our school because research shows that for children to learn how to read they must be able to think about language separately from its meaning. They need to understand that words are made up of a series of sounds. Instruction in phonological awareness moves from fundamental skills to harder skills. Skills are built in order: letter identification, obtainment of sound knowledge with more advanced instruction in beginning, middle and ending sounds, and finally instruction in decoding. Students are able to read more and more complex words using their decoding skills. The instruction and support of fluency in Reading is key to our program, especially in second and third grades. Students engage in repeated readings of known texts and are given the opportunity to practice their reading, with guidance and alone, until they can read with a high degree of success. Comprehension skills are also built during fluent reading instruction. Our approach to Reading is that we meet the students where they are in their Reading achievement and take them where they need to be.

3. Mathematics:

Wheelersburg Elementary utilizes Scott Foresman Addison Wesley Mathematics, our district approved standards based curriculum. Each grade level follows a pacing chart that includes regularly scheduled assessments. With our curriculum, Math instruction is systematic and explicit. Each lesson includes the key concepts of mathematics vocabulary, skills, and problem solving strategies. Learning targets are posted in every classroom daily and students can discuss their learning with each other and their families.

The K-3 Math team thoroughly analyzed our data in the spring and fall of 2010. This lead to supplementing the district curriculum with teacher created materials and internet based programs to enhance instruction in mathematical vocabulary and problem solving. Daily lessons in begin with a problem of the day, students are encouraged to work in groups to solve the problem and then share their findings and thought process. White boards and Smart boards are used in every classroom to reinforce skill practice in hands-on fun participation games. Each lesson is an “I do”, “we do”, “you do” format, with immediate teacher observation, feedback and intervention. Spiral skill reviews provide for mental Math as well as reinforcing fundamental skills that have been built beginning in Kindergarten.

Meeting the needs of all Math learners has lead our school to reproduce our model of Reading Language Arts instruction into our Math instruction as well. Students who are achieving in the red intensive groups are in classrooms with a 1:8 ratio, with Title 1 Teachers co-teaching with regular education Teachers. These students receive the Core Mathematics curriculum as well as intensive intervention for skill attainment. Diagnostic checkpoints provide multiple choice, free response and writing in Math problems to assess understanding and to provide information to teachers for providing prescriptive individualized intervention.

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All students and parents have access to the Scott Foresman website for more practice, test prep, and re-teaching videos. Students also participate in Study Island Math and Accelerated Math online programs. These programs reinforce skills and build Mathematics fluency.

4. Additional Curriculum Area:

Social Studies instruction is integrated into Reading and Writing as well as taught explicitly in our Social Sciences afternoon block of time. Each regular education teacher develops five units of study aligned to the Ohio Academic Content Standards. Each class rotates through the units. Nonfiction reading, historical fiction, poetry and writing units are an integral part of our Social Studies program.

Partnerships with area historical sites allow us to take our Social Studies curriculum outside the walls of our school house. Students visit Heritage Farm in Huntington West Virginia and experience hands on the culture of a working farm and small town in the late 1800's. Students visit Shawnee Forest and learn from naturalists about the Shawnee Indians, Tecumseh and how Indians lived off the land of Southern Ohio in the 1700's. Field trips to the Southern Ohio Museum allow students to view the artwork of Clarence Holbrook Carter and see his depiction of life in Appalachia during the Great Depression. The Floodwalls Murals in Portsmouth, OH, provide a visual depiction of how our county has progressed from its first settlers to present day. Local musicians visit our school and perform selections from Appalachia, explaining their origins and meaning, bringing history alive to our students. On our annual Appalachian day, students participate in butter churning, quilt making, storytelling, square dancing and view presentations by local hunters, a dulcimer musician, and kettle cooking. Students visit the Erie Canal and learn hands-on how canal boats pulled by mules lead to the settlement of Ohio and provided a means for the transportation of goods. Students also visit the Greenup Locks and Dam; allowing them to see a modern structure that changed transportation on the Ohio river and provides flood control to the Ohio Valley.

History comes alive for our students through these hands on and interactive instructional units. They learn about their history through literature but also get to experience history through interaction with re-enactments and presentations by local history experts.

5. Instructional Methods:

Our system of grouping students to provide differentiated instruction is what has contributed most to Wheelersburg Elementary success. We believe all students should be met where they are and taken where they need to be and we believe it is our job as teachers to provide the necessary instruction to meet the individual needs of every student.

We begin each year with summative assessments and end each year with formative assessments. The data from the summative assessments is used to group students into 3 tiers. Green, Yellow, and Red tiered students are grouped according to their needs. Green students are high achievers, who receive fast passed, intensive instruction and enrichment opportunities to enhance their problem solving and critical thinking skills. Yellow and Red students are progress monitored bi-weekly (Yellow) or weekly (Red) and instruction is continually being reassessed to be sure the needs of these students, both with the Core Curriculum and intervention is being met. Students who require extra intervention are placed in classrooms with a ratio of 1:8 and have the opportunity for more one on one and small group instruction. Students with intensive needs (Red) also receive services from our Intervention Specialists.

A variety of instructional methods are used to meet the needs of all learners. Direct Instruction, Guided practice, re-teaching, small group instruction, one on one tutoring and mentoring (through the MORE program) are daily practices. Students also may receive one on one tutoring from a high school student, through the district Serve and Learn program. In this program, high school students receive a credit while assisting students and acting as instructional aides in the K-3. The high school students blog about their

experiences and learn to serve others. They spend countless hours assisting our K-3 students, reviewing, helping with homework and being mentors.

Two computer labs are available for whole class use; as well as several lap top carts that can be brought into the classroom. Each classroom also has six classroom computers. Many computer programs and internet sites are used to reinforce skills and offer practice. Accelerated Reader, Brain Pop, Reading Eggs, Study Island, and ETech are examples.

Continued commitment to High Quality professional development and the use of student data to adjust instruction is a key to our success. Teachers meet weekly, monthly and quarterly to discuss data and change instructional plans.

6. Professional Development:

The Wheelersburg Local School District is dedicated to High Quality Professional Development and the belief that the only way to positively impact Student Achievement is through improving the quality of Teaching. The District leadership team creates a professional development plan each summer for the upcoming school year and meets quarterly to assess professional development needs and plan Professional Development Opportunities. Through the Race to the Top Grant, our district has been able to offer intensive professional development over the past two years in Formative Instructional Practices, Learning Outcomes, Learning Targets, Teacher evaluation and aligning our curriculum to the Common Core.

In addition to our own District provided Professional Development, our District has a cooperative agreement with our Educational Service Center which provides expert presenters to help us with our work of curriculum alignment as well as developing and revising our formative assessments. We have also benefited from their assistance in developing standards based report cards in our Kindergarten and first grades.

Professional Development is provided through release days as well as Waiver Days of instruction. Time is given to our Teachers to plan, study data and collaborate. This time results in better teaching and higher achievement. There are several opportunities on a weekly and monthly basis for teachers to analyze and use the data we collect. Weekly grade level meetings are held during planning time. During these meetings, Teachers discuss individual student progress, collaborate on instructional plans and review intervention efforts. Each grade level arrives at work an hour early one day a month for a monthly curriculum meeting with the Principal. During these meetings Teachers and the Principal meet to discuss changes needed in the curriculum, schedule and resources to best reflect the needs of our students based on the assessment data. Teachers are also provided with professional development regarding their own pedagogy during this time. In May each grade level meets ½ day with the grade level below them and the grade level above them. This time is used to discuss the achievement of the students during the year and make changes to the curriculum for the next year. The curriculum is analyzed for gaps and adjusted for the next year.

Our staff members have the opportunity to attend grade level conferences and the Ohio Technology conference. These experiences lead to collaboration with teachers from outside our own area and often lead to networking connections that allow us to learn about best practices from outside our own community.

Our staff also participate in book study groups, including “Multiple Intelligences” and “Classrooms that work”. Teachers are given release days to align our curriculum with the new Core Curriculum standards that were adopted by Ohio. A Gap Analysis is performed and materials and resources aligned to the Core Curriculum and State Standards. The district has four Waiver Days yearly. During these Waiver Days, professional development is offered to all staff members regarding district level initiatives. As a Race to

the Top District, we have been very fortunate to be able to provide powerful professional development in the use of formative assessments, teacher evaluation and growth plans, the development of student learning outcomes and learning targets.

Our professional development is continually being reviewed and revised. Teachers are given exit surveys, electronically, at the end of each professional development day. They are asked for feedback regarding efficacy of the Professional Development they participated in and regarding future planning of Professional Development.

7. School Leadership:

The Principal of Wheelersburg Elementary is the instructional leader of our school. She has a collaborative approach to decision making. The Superintendent has given her autonomy to make instructional decisions. There are several systems in place to maintain a flow of communication and information and to ensure that decisions are made based on accurate data and in a timely manner:

The Principal advisory group consists of one teacher leader from each group in the school: each grade level, performing arts, instructional aides, Title Teachers, and one intervention specialist. This group meets monthly to discuss the alignment of resources, both human and monetary. Grade Level Curriculum Meetings are held one day a month for each grade level. During these meetings, instructional changes that affect the entire school are discussed. Curriculum and structural systems are discussed and aligned for best support of student achievement. Quarterly Grade level meetings are held once each nine weeks; the Principal meets with each grade level to discuss the quarterly formative assessments and use the data to make instructional decisions. Individual student plans are updated and changes made in grouping so all red tier students are receiving intensive intervention and all yellow students are receiving adequate intervention.

The Principal also participates in conferences with each teacher at the beginning of the school year and whenever needed. Although informal in agenda, these meetings give the Teachers opportunity to discuss their student learning outcomes and goals for the year and to establish their needs for the supports they need to reach these goals.

Wheelersburg Elementary's Principal encourages Teachers to take a leadership role in their grade level and has encouraged a sense of family among our school employees, thus creating a place where it is safe to have open discussions regarding our systems and resources. Our staff has formed strong relationships and feels a responsibility towards our students to provide the highest level of instruction and support possible.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2007-2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	95	89	86	96	94
Accelerated and above	65	47	47	61	59
Number of students tested	106	123	116	107	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	0	0	0
Percent of students alternatively assessed	2	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	93	83	74	78	96
Accelerated and above	59	36	26	48	53
Number of students tested	44	58	53	40	51
2. African American Students					
Proficient and Above	0	0	0	0	0
Accelerated and above	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	0	0	0	0	0
Accelerated and above	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient and Above	88	63	68	65	64
Accelerated and above	69	17	37	25	18
Number of students tested	16	24	19	20	11
5. English Language Learner Students					
Proficient and Above	0	0	0	0	0
Accelerated and above	0	0	0	0	0
Number of students tested					
6. White, Non-Hispanic					
Proficient and Above	96	89	87	91	94
Accelerated and above	66	47	48	61	57
Number of students tested	98	117	111	104	108
NOTES:					

13OH10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2007-2012 Publisher: Ohio Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Above	94	93	91	86	87
Accelerated and above	77	76	77	65	73
Number of students tested	106	123	116	107	114
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	0	0	0
Percent of students alternatively assessed	2	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	89	88	81	73	85
Accelerated and above	75	66	64	55	68
Number of students tested	44	58	53	40	53
2. African American Students					
Proficient and Above	0	0	0	0	0
Accelerated and above	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	0	0	0	0	0
Accelerated and above	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient and Above	81	75	63	65	64
Accelerated and above	56	50	32	20	27
Number of students tested	16	24	19	20	11
5. English Language Learner Students					
Proficient and Above	0	0	0	0	0
Accelerated and above	0	0	0	0	0
Number of students tested					
6. White, Non-Hispanic					
Proficient and Above	95	93	91	86	87
Accelerated and above	79	75	77	64	72
Number of students tested	98	117	111	104	111
NOTES:					

13OH10